

## LEARNING EXPERIENCE PLAN TEMPLATE

Learning area	HASS
Lesson topic	Magna Carter
Date and Time	Tuesday 2pm
Overall duration (time)	.5 hour
Curriculum links	Content descriptions from the AC, EYLF + specific content ACHASSK143 Recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government
Objectives	<i>By the end of this lesson, students will be able to:</i> Understand the Westminster system and the Magna Carta in their ability to influence Australia's government
Student prior knowledge	<b>Assumed</b> or expected
Lesson preparation	<ul style="list-style-type: none"> <li>● Prepare key documents</li> <li>● Additional resources for support students</li> <li>● Read the information on the Magna Carta</li> </ul>
Materials/ Resources	<ul style="list-style-type: none"> <li>● Magna Carta Worksheet</li> <li>● Video on the Magna Carta</li> <li>● Useful website resource on the Magna Carta</li> <li>● Additional scaffolding models for support students</li> </ul>
Key terminology	<ul style="list-style-type: none"> <li>● Magna Carta</li> <li>● Westminster</li> <li>● Judiciary</li> <li>● Parliaments</li> <li>● Constitutional monarchy</li> <li>● Democracy</li> </ul>
Learning strategies & activities: <b>introductory</b> Time	<ul style="list-style-type: none"> <li>● Students to come in from lunch and sit at the own tables.</li> <li>● Teacher to set the learning intentions and discuss the role and influence of the Magna Carta.</li> <li>● Students to watch a video on the Magna Carta, can take notes in their Integrated working books.</li> <li>● Teacher to set the instructions on the worksheet that students will be working through independently or in pairs.</li> </ul>
Learning strategies & activities: <b>developmental</b> Time	<ul style="list-style-type: none"> <li>● Key students will work with myself to talk through the answers using additional resources and scaffolding</li> </ul>

<p>Learning strategies &amp; activities: <b>concluding</b> Time</p>	<ul style="list-style-type: none"> <li>● Teacher to ask questions of students to check for understanding.</li> <li>● Teacher to facilitate a whole class discussion about the role of the Magna Carta and how that laid the foundation for our system of government.</li> <li>● Connect the system of democracy to how we run our government today and tie to real work example of the upcoming election.</li> </ul>
<p>Differentiation</p>	<p>Behaviour management / learning needs</p> <ul style="list-style-type: none"> <li>● Key students including Isla and Priyah work at my table to ensure and check for understanding and to keep on topic.</li> <li>● Additional worksheet distributed to students who finish early, or students have the option to read a book.</li> <li>● Students to have expectations set early of quiet work.</li> </ul>
<p>Key questions</p>	<ul style="list-style-type: none"> <li>● What is the Westminster system?</li> <li>● What is the Magna Carta?</li> <li>● Who developed the Magna Carta?</li> <li>● Does the Magna Carta affect us today?</li> </ul>
<p>Assessment of student learning</p>	<p>Formative Assessment: Worksheets to be submitted at the end of class to assess understanding</p>
<p>Relationships</p>	<ul style="list-style-type: none"> <li>● Using students' names to establish rapport</li> <li>● Giving children agency over who they work with</li> </ul>
<p>Reflection</p>	<ul style="list-style-type: none"> <li>● The lesson went well but could have been more engaging if there were more time.</li> </ul>
<p>Next lesson</p>	<ul style="list-style-type: none"> <li>● Prefacing the key democratic institutions in Australia</li> </ul>